

Mrs. Weihe's Library Media August Lessons #1, 2, 3

Lesson#1 for 5th, 4th, and 3rd grades

Foundation: Collaborate ASL **Domain(s):** Share, Grow Standard(s):3C1. Soliciting and responding to feedback from others, 3D1. Actively contributing to group discussions Learning

Target(S): I can identify the I LEAD what it looks like and sounds like in the library Critical

Vocabulary: emergency drills, voice levels, speaker, I LEAD,

Instructional Method: independent, whole group listening, small group

Strategies/Activities: Introductions with name and favorite dessert passing around a birthday bag. Introduce Emergency Drills and safety rules to follow in the library.

Library Scavenger hunt. Students will explore the library with a partner or small group to locate all of the birthday bags located throughout the library. When they find a bag the small groups or partners will turn and talk about the purpose of what is in the bag is near. Students will be given a 2 minute time warning to come back to the table area. (practicing Whispers and walking)

Then, the small groups will share aloud with the class what they found and the purpose of that in the library. The ILEAD principles will be connected with each of these items when discussing these aloud as a class.

Form/Sum Assessment: Practicing independent voice levels and listening with introductions, observation during scavenger hunt, oral description of purpose for items on the stars

Modifications/Accommodations:- See sub/black folder

Lesson #1 Grades 2nd, 1st, Kindergarten

Foundation: Collaborate ASL **Domain(s):** Share, Grow Standard(s):3C1 Soliciting and responding to feedback from others, 3D1 Actively contributing to group discussions

Learning Target: I can identify the I LEAD what it looks like and sounds like in the library Critical

Vocabulary: emergency drills, voice levels, speaker, ILEAD Instructional Method:

Strategies/Activities: Introductions with name and favorite food dessert around the Trailblazer mascot horse.

Library Scavenger Hunt. Students will explore the library with a partner or small group to locate all of the birthday bags located throughout the library. When they find a bag the small groups or partners will turn and talk about the purpose of what is in the bag is near. Students will be given a 2 minute time warning to come back to the table area. (practicing Whispers and walking) Then, the small groups will share aloud with the class what they found and the purpose of that in the library. The ILEAD principles will be connected with each of these items when discussing these aloud as a class. Students will be given a 2 minute time warning to come back to the center circle area and then a countdown from 10 to be seated in the center circle. Then the small groups according to the #s will tell that class what they found and the purpose of that in the library. The ILEAD principles will be connected with each of these items.

Kindergarten only - Give a walking follow the leader tour of the library after introductions. Then discuss emergency drills, scavenger hunt, and then read aloud Are You a Horse? To discuss the characters, setting, and plot.

Form/Sum Assessment: Practicing independent voice levels and listening with introductions, observation during scavenger hunt , oral description of purpose for items on the stars
Modifications/Accommodations:- See sub/black folder

Lesson#2 for 5th, 4th, 3rd, 2nd, 1st grades

Foundation: Collaborate ASL **Domain(s):** Share, Grow Standard(s):3C1. Soliciting and responding to feedback from others, 3D1. Actively contributing to group discussions Learning

Target(S): I can identify the I LEAD what it looks like and sounds like in the library Critical

Vocabulary: theme, genre, voice levels, speaker, I LEAD,

Instructional Method: independent, whole group listening, small group

Strategies/Activities: Students will listen to the Library Media Mission statement and then sign off on it for their class as a goal to strive for when in the library.

Read aloud the book One Word from Sophie by Jim Averbek. What is the overall theme /genre of this book?

Students will review process of using shelf markers and taking care of library books at home and school. Then students will check out new library books that interest them using the 5 finger rule.

Form/Sum Assessment: Practicing independent voice levels and listening during instruction, using appropriate process for checking out library books.

Modifications/Accommodations:- See sub/black folder

Lesson #2 Kindergarten

Foundation: Collaborate ASL **Domain(s):**Share, Grow Standard(s):3C1Soliciting and responding to feedback from others, 3D1Actively contributing to group discussions

Learning Target:I can identify the I LEAD what it looks like and sounds like in the library Critical

Vocabulary: characters, setting, plot, fiction, voice levels, speaker, ILEAD

Instructional Method: whole class, individual, small groups

Strategies/Activities:Students will listen to the Library Media Mission statement and then sign off on it for their class as a goal to strive for when in the library.

Read aloud the book Bunny Cakes. Discuss the characters, setting, and plot of the story. Then each student will get to create and decorate their own paper cake by sitting at the table seats. Introduce how to sit in the chairs, share the crayons. When they are finished I will collect the papers and then demonstrate how to use shelf markers in the everybody section. Then they will get to share their picture on the document camera so others can see and then they will get their paper to take home. They will follow library process for cleaning up and lining up as a class.

Form/Sum Assessment: Practicing independent voice levels and listening with introductions, observation during scavenger hunt , oral description of purpose for items on the stars

Modifications/Accommodations:- See sub/black folder

Lesson#3 for 5th, 4th, 3rd, 2nd, 1st grades

Foundation: Collaborate ASL **Domain(s):** Share, Grow Standard(s):3C1. Soliciting and responding to feedback from others, 3D1. Actively contributing to group discussions Learning

Target(S): I can identify the I LEAD what it looks like and sounds like in the library Critical

Vocabulary: shelf markers, goals, voice levels, speaker, I LEAD,

Instructional Method: independent, whole group listening, small group

Strategies/Activities: Classes that have already checked out books will go over the procedures for returning library books. Then students will work in table groups to decorate a birthday cake with the wishes/goals they have for our school or to do this school year. Teacher example will be shown. Then students will check out new library books using proper procedures.

Form/Sum Assessment: Practicing independent voice levels and listening during instruction, using appropriate process for checking out library books.

Modifications/Accommodations:- See sub/black folder

Lesson #3 Kindergarten

Foundation: Collaborate ASL **Domain(s):**Share, Grow Standard(s):3C1 Soliciting and responding to feedback from others, 3D1 Actively contributing to group discussions

Learning Target:I can identify the I LEAD what it looks like and sounds like in the library Critical

Vocabulary:Everybody section, shelfmarker, voice levels, speaker, ILEAD

Instructional Method: whole class, small group, individual

Strategies/Activities:Read aloud Mr. Wiggles Book by Paula Craig. Discuss how to take care of the library books. Review using a shelfmarker. Have 1 table at a time use a shelf marker to check out a new library book. Those sitting at a table can look at books in the center of their tables until it is time to use a shelf marker and get a book from the Everybody section.

Form/Sum Assessment: Practicing independent voice levels and listening with introductions, observation during scavenger hunt , oral description of purpose for items on the stars

Modifications/Accommodations:- See sub/black folder

Lesson#4 for 5th, 4th,3rd, 2nd, 1st, Kindergarten

Foundation: Collaborate, Engage

ASL Domain(s): Grow, Think

Standard(s): 3D1 Actively contributing to group discussions, 6A2 Understanding the ethical use of information, technology, and media, 6D1 Personalizing their use of information and information technologies.

Learning Target(S): I can identify the I LEAD what it looks like and sounds like using technology. I can identify where and how to access resources both technology and literature.

Critical Vocabulary: digital citizenship, access technology, etiquette

Instructional Method: whole group, independent response to questions

Strategies/Activities: What is Digital Citizenship? What does it include?

<https://www.commonsense.org/education/digital-citizenship/lesson/our-digital-citizenship-pledge>

3rd-5th Then show the various videos that are under the umbrella of Digital Citizenship on the Brainpop Video tab. Today we will identify the 9 Digital Citizenship Elements and then watch the teacher created Digital Citizenship video on Brain Pop that is downloadable as teacher videos that can be created using Brainpops video maker. I will model how to ethically log on using personal user/password etiquette to navigate our school's website and student resources. I will model how to log on with a username and password to BrainPop for the school's access.

Teacher will model Digital Citizenship model picture.

Then students will discuss with their table groups how they could create a Digital Citizen poster and with what characteristics.

2nd -1st, Kindergarten <https://www.netsmartzkids.org/>

Know the Rules Song, Bad Netiquette Stinks

Turn and talk discussions with table groups and whole class discussions

Show Bios of the characters for the videos that they will see and activities throughout the Netsmartz programming. What is their name and what do we know about them?

Then students will check out new library books using the appropriate procedure.

Form/Sum Assessment: observations, create posters for the 9 elements with an example, sing safety songs and know the 3 main safety rules

Modifications/Accommodations:- See sub/black folder

Lesson#5 for 5th, 4th,3rd, 2nd, 1st, and Kindergarten Common Sense Media Lessons for all

Foundation: Collaborate, Engage

ASL Domain(s): Grow, Think

Standard(s): 3D1 Actively contributing to group discussions, 6A2 Understanding the ethical use of information, technology, and media, 6D1 Personalizing their use of information and information technologies.

Learning Target(S): I can identify the I LEAD what it looks like and sounds like using technology. I can identify where and how to access resources both technology and literature.

Critical Vocabulary: digital citizenship, Media Balance, 7 habits sharpen the saw

Essential questions: What Makes a Healthy Media Choice?

Instructional Method: whole group, independent response to questions

Strategies/Activities: I will introduce the CommonSense Media website to the students.

5th grade review slide My Media Balance- pause to turn and talk with table groups for discussion, Then watch My Media Balance video and discuss what they have learned or previously had knowledge of already.

4th grade- My Media Balance slideshow and video for 4th grade

3rd Grade-Your Rings of Responsibility- slides to show with turn and talk time discussions and video

2nd grade-We the Digital Citizens- meet a digital citizen slides, video

1st grade- Pause and Think Online, Think and Pause slides, video, song, Handout choosing one of the characters and why you would exhibit behaviors like it

Kindergarten-Media Balance is important- slides, video, song, handout sheet, song lyrics

We will have turn and talk class discussions with table groups and whole class.

Then students will check out new library books using the appropriate procedure.

Form/Sum Assessment: observations, create posters for the 9 elements with an example

Modifications/Accommodations:- See sub/black folder

Lesson#6 for 5th, 4th,3rd, 2nd, 1st, and Kindergarten

Foundation: Inquire

ASL Domain(s): Create , Share

Standard(s): 1B 3, 1C 4

Learning Target(S): I can create something that shows what I am learning. I can share projects or classwork with an audience.

Critical Vocabulary: Leader in Me Habit, Media Balance, 7 habits, artistic expression

Essential questions: What habit does your pod exhibit to share with the school and what does it mean?

Instructional Method: whole group, independent response to questions, independent art

Strategies/Activities: Students will view the teacher create presentation of the LEader in /M?e habits that are displayed throughout the school building and each pod. Then table groups will turn and talk to discuss what the habit of their pod means. Then class discussion of the habit meaning. Students will then create artwork to be displayed in their pod rotation of habit art for all students to view.

If students need a further understanding of each habit the 7 habit books will be reviewed or introduced for a short read aloud according to the pod habit that the grade level is representing. Then students will check out new library books using the appropriate procedure.

Form/Sum Assessment: observations, create posters for the 9 elements with an example

Modifications/Accommodations:- See sub/black folder

Lesson#7 for 5th, 4th,3rd, 2nd, 1st, and Kindergarten

Foundation: Inquire

ASL Domain(s): Create , Share

Standard(s): 1B 3, 1C 4

Learning Target(S): I can create something that shows what I am learning. I can share projects or classwork with an audience.

Learning Target(S): I can identify the I LEAD what it looks like and sounds like using technology. I can identify where and how to access resources both technology and literature.

Critical Vocabulary: Citizen, constitution, rights, responsibilities

Essential questions: Who is a Citizen? What is the Constitution? What Rights and Responsibilities are important to us due to the Constitution?

Instructional Method: whole group, independent response to questions

Strategies/Activities: Students will turn and talk with their table groups about the essential questions and then the whole class will discuss them aloud. Students grades 3-5 will watch a U.S. Constitution Brainpop video overview and grades K-2 Brainpop Jr. will watch the Rights and Responsibilities video. As a class students will vote for their answer to the review quiz on brainpop.

What is the Constitution?<https://www.youtube.com/watch?v=jsTB7gSfDPI>

Then, students will be introduced to the Constitution Day Poster Contest. The previous years winners will be displayed and the rules to the contest discussed. Then students can begin to brainstorm ideas to create a poster.

<https://www.constitutionday.cc/>

https://www.constitutionday.cc/2019_EntryForm.pdf

https://www.constitutionday.cc/2019_ConstPoster.pdf

Then students will check out new library books using the appropriate procedure.

Form/Sum Assessment: observations, whole class brainpop quiz, begin individual poster design

Modifications/Accommodations:- See sub/black folder

Lesson#8 for 5th, 4th,3rd, 2nd, 1st, and Kindergarten Continuation of Constitution Day Emphasis activities

Foundation: Inquire

ASL Domain(s): Create , Share

Standard(s): 1B 3, 1C 4

Learning Target(S): I can create something that shows what I am learning. I can share projects or classwork with an audience.

Learning Target(S): I can identify the I LEAD what it looks like and sounds like using technology. I can identify where and how to access resources both technology and literature.

Critical Vocabulary: Citizen, constitution, rights, responsibilities

Essential questions: What does the Constitution mean to you and your family?

Instructional Method: whole group, independent response to questions, individual art

Strategies/Activities: Students will turn and talk with their table groups about the essential questions and then the whole class will discuss them aloud.

Review Poster details

Then, students will be introduced to the Constitution Day Poster Contest. The previous years winners will be displayed and the rules to the contest discussed. Then students can begin to brainstorm ideas to create a poster.

<https://www.constitutionday.cc/>

https://www.constitutionday.cc/2019_EntryForm.pdf

https://www.constitutionday.cc/2019_ConstPoster.pdf

The following videos will be played while students create their art. I have a youtube playlist created as well.https://www.youtube.com/playlist?list=PL5RRgHejvjhkNcX_2RYrrrCuKWLSfICg

Smart Songs Constiution<https://www.youtube.com/watch?v=UCJ2of4kx5E>

We the People<https://www.youtube.com/watch?v=PIf7uFAKkJc>

Preamble <https://www.youtube.com/watch?v=yHp7sMqPL0g&t=1s>

Draw 50 states https://www.youtube.com/watch?v=_E2CNZiIVlg

God Bless the USA <https://www.youtube.com/watch?v=Q65KZlqay4E>

This Land is for You and ME <https://www.youtube.com/watch?v=rRnHx3yVuf4>

Bill of Rights <https://www.youtube.com/watch?v=tl6R1KD4E0>

My Country tis of Thee <https://www.youtube.com/watch?v=VKj7FLg3WVA>

American Flag Rap <https://www.youtube.com/watch?v=HQJPEQwpK0E>

US Military songs Medley <https://www.youtube.com/watch?v=QyKfr8G04Qc>

Then students check out new library books using the appropriate procedure.

Form/Sum Assessment: observations, whole class brainpop quiz, begin individual poster design

Modifications/Accommodations:- See sub/black folder